



## **GRAND ISLAND REGIONAL ASSESSMENT MEETING**

### **Participating Districts**

Aurora Public Schools  
Central City Public Schools  
Centura Public Schools  
Doniphan-Trumbull Public  
Elba Public Schools  
Grand Island Public Schools  
Hampton Public Schools  
Northwest Public Schools  
Palmer Public Schools  
St. Paul Public Schools  
Wood River Rural Schools

### **Participating Community Colleges**

Central Community College



## **Local CTE Assessment Summary**

### **Conveners:**

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## Element 1 Worksheet: Career Development

Action Steps Carried Forward from Local CTE Assessment Worksheets in Priority Order	
Participating School Districts	
<ol style="list-style-type: none"><li>1. Reinforce cooperative relationships between teachers and counselors to help explain the value of CTE programs as they move into post-secondary education/work force.<ol style="list-style-type: none"><li>a. Provide counselors more information and marketing materials to develop student's understanding of workforce and post-secondary opportunities for CTE programs.</li></ol></li><li>2. Make available more opportunities for workforce/post-secondary exposure<ol style="list-style-type: none"><li>a. Provide more Career Fairs; Post-secondary exploration fairs and experiences; provide industry specific informational days.</li></ol></li><li>3. Provide earlier awareness at the middle levels to increase student interest.<ol style="list-style-type: none"><li>a. Following middle level expand programs into more opportunities for freshman and sophomore students.</li></ol></li><li>4. Review state model programs of study and determine additional CTE areas where programs are needed.</li></ol>	
Community Colleges	
<ol style="list-style-type: none"><li>1. Explore ways to connect CCC's Career &amp; Employment Services staff and services to high school counselors and CTE instructors.</li><li>2. Create processes to ensure every high school student in a CTE program within the CCC service area visits a CCC campus or center to explore CTE opportunities and AAS degrees (tours of campus, sit in on lectures/classroom activities, onsite seminars).</li><li>3. Provide regular professional development to CCC's CTE faculty on career coaching best practices and meeting the changing needs of student.</li></ol>	

## Element 2 Worksheet: Local Workforce Alignment

Action Steps Carried Forward from Local CTE Assessment Worksheets in Priority Order
Participating School Districts
<ol style="list-style-type: none"><li>1. Improve partnerships with local/regional business professionals and post-secondary partners to address work-based learning experiences.<ol style="list-style-type: none"><li>a. Provide work-based experiences: guest speakers, field trips, job shadowing, mentoring, internships, and apprenticeships.</li><li>b. Form advisory boards/committees of business/industry professionals, educators, counselors, and post-secondary representatives.</li></ol></li><li>2. Ensure that the programs of study offerings in your school mirror the needs of the local, regional and state needs.<ol style="list-style-type: none"><li>a. Pinpoint industry recognized credentialing and provide these resources to students in all pathways.</li><li>b. Formalize a process to annually address programs that need to be enhanced and those which need to be sunset.</li></ol></li><li>3. Address how special populations can be integrated into local and regional industry needs.<ol style="list-style-type: none"><li>a. Connect with local agencies to address opportunities for students with special needs.</li><li>b. Identify the specific needs of different special populations and determine their placement in the workforce.</li><li>c. Provide appropriate vocational rehabilitation and transition programs for students of disabilities.</li></ol></li></ol>
Community Colleges
<ol style="list-style-type: none"><li>1. Modernize equipment in CTE programs as identified by subject matter experts (faculty) and program advisory boards, as funding allows.</li><li>2. Provide professional development opportunities to ensure faculty are up to date on knowledge, skills and abilities required for their program area.</li></ol>

## Element 3 Worksheet: Size, Scope, and Quality & Implementing Programs of Study

Action Steps Carried Forward from Local CTE Assessment Worksheets in Priority Order	
Participating School Districts	
<ol style="list-style-type: none"> <li>1. Need facilities upgrades; i.e. computer labs, up-to-date software, industry specific resources and CTE materials.</li> <li>2. Struggle with having enough students to provide instruction in many of the CTE clusters; failure to have viable areas               <ol style="list-style-type: none"> <li>a. See how schools with similar size and diversity may be handling similar situations. Collaborate on instructional strategies to provide quality programs for all students who want access.</li> <li>b. Provide satellite, on-line, distance learning opportunities.</li> </ol> </li> <li>3. Understanding and identifying the needs of special populations (race, gender, special needs, ESL, etc.)               <ol style="list-style-type: none"> <li>a. Consideration of low numbers in specialized programs (i.e. females in IT)</li> </ol> </li> <li>4. Concern with non-performing student in academic core classes.               <ol style="list-style-type: none"> <li>a. Failure in academic core areas reflect lower numbers in CTE classes.                   <ol style="list-style-type: none"> <li>i. Sustainability of CTE programs is difficult with lack of room in students' schedules due to intervention/recovery courses; these courses meet graduation requirements.</li> </ol> </li> </ol> </li> <li>5. Provide a rubric for data collection and evaluation</li> </ol>	
Community Colleges	
<ol style="list-style-type: none"> <li>1. Regularly evaluate and update equipment in all CTE areas to meet or exceed standard equipment used in industry.</li> <li>2. Pilot a second pathway advisory group, most likely in Construction (CPAT) in Kearney.</li> <li>3. Ensure marketing materials and program publications include photos and testimonials to represent a diverse range of students, to include special populations, as defined by Perkins.</li> </ol>	

## Element 4 Worksheet: Student Performance Data

Action Steps Carried Forward from Local CTE Assessment Worksheets in Priority Order
Participating School Districts
<ol style="list-style-type: none"> <li>1. Determine what are the needs/resources necessary for a student to be successful in the future in the workforce</li> <li>2. Understand how to pull the data and then how to use the data effectively.</li> <li>3. Need to review new NDE "Indicator" and "Indicator Trend" reports which disaggregate student performance by special- and sub-population.</li> <li>4. Look at attendance and enrollment data               <ol style="list-style-type: none"> <li>a. Determine program incentives</li> </ol> </li> <li>5. Address the issues of failures in academic core areas.</li> <li>6. Effects of dual credit.               <ol style="list-style-type: none"> <li>a. Are students getting both credit in their school and college credit?</li> </ol> </li> </ol>
Community Colleges
<ol style="list-style-type: none"> <li>1. Use CCC's Assessment of Student Learning process, which is established in concert with the college's regional accreditation and post-secondary standards, to continue to better understand and improve gaps presented in our data.</li> <li>2. Increase CTE student retention, persistence, matriculation and transfer.</li> </ol>

## Element 5 Worksheet: Recruitment, Retention & Training of Faculty and Staff

Action Steps Carried Forward from Local CTE Assessment Worksheets in Priority Order
Participating School Districts
<ol style="list-style-type: none"> <li>1. Limited staff to service student's needs.               <ol style="list-style-type: none"> <li>a. Methods to incentivize staff to stay in education</li> <li>b. Younger staff that hired are not staying, are there incentives that may be offered?</li> </ol> </li> <li>2. Provide professional development and mentoring of faculty with industry professionals; possible externship opportunities               <ol style="list-style-type: none"> <li>a. Shadow business and industry partners to better understand workforce needs.</li> <li>b. Improved connections with business/industry to expand opportunities for staff and students; guest speakers, mentoring, internships, apprenticeships, and certifications</li> </ol> </li> <li>3. Are their grant opportunities available for resources and support for teachers to get masters so they may offer dual credit programs?</li> <li>4. Recruitment of faculty/staff who reflect student population</li> <li>5. ESL translators are needed; can this be an ESU priority for funding</li> <li>6. Needs in the rural areas differ from the urban areas</li> </ol>
Community Colleges
<ol style="list-style-type: none"> <li>1. Increase teaching and learning professional development for faculty hired directly from industry</li> <li>2. Replicate AM STEM (AUTO and Nurse Aide) model to provide CTE programming to smaller school districts, thus expanding access to CTE pathways.</li> </ol>

## Element 6 Worksheet: Work-Based Learning

Action Steps Carried Forward from Local CTE Assessment Worksheets in Priority Order
Participating School Districts
<ol style="list-style-type: none"><li>1. Help students align their coursework in their high school experience to post-secondary/workforce requirements.</li><li>2. Make students aware of availability of options for certifications, apprenticeships, internships, mentoring, and similar workplace experiences.</li><li>3. Development of Advisory Committees with local business can help define curriculum for use in the classroom that is industry specific.</li><li>4. Improved connections with business/industry to expand opportunities for staff and students; guest speakers, mentoring, internships, apprenticeships, and certifications</li><li>5. Address distance/transportation, satellite work-based experiential learning.</li><li>6. Limited workplace experience options currently in my town – what are all of the available options to creating or finding them?</li><li>7. Career Fair and industry specific informational practices.</li></ol>
Community Colleges
<ol style="list-style-type: none"><li>1. Expand WBL opportunities for CCC and high school partners' students</li><li>2. Create process to better measure the effectiveness of WBL activities</li><li>3. Increase efforts to educate and prepare faculty to develop WBL opportunities for our students.</li></ol>